CGA-San Joaquin Valley
Teacher Geographic Units
K-6

LESSON # F - 7

UNIT TITLE: Feelings - A literature unit

Created By: Tiana Liquorman - Summer 2002

GRADE: 2nd
BINKO / Study Guide for Geographic Alliance
(Always make sure your type on the transparency is big enough to show up clearly on the overhead - to back row of classroom)

Name of Lesson
by (name of presenter)
For Grades
School Name

Introduction/Set
Introduce the concept objective and draw on students background knowledge

Purpose/Set
Reinforce the “Five Themes”

Objective: (only one)
The students will ____________________________ by ____________________________ (Bloom’s Taxonomy) (Tell the learners what they are going to learn - make it relative to their everyday life and why - and tell them how they are going to learn the objective)

Vocabulary
(Introduced in lesson)

Standards
(Grade Level - Kemper’s Standards Book)

Materials:
(Used in lesson preparation/activity)

Procedures:
(step by step instruction and/or activity procedure - assume nothing)
The teacher will.....
The students will....

Lesson Extension: (What other activities/lessons could be taught to support this, your main objective)

Attachment/Support Data
(Bibliography - source of resource gathering)
Feelings

A Literature Unit

Tiana Liquorman
Summer 2002
Easterby Elementary
Second Grade
Rationale

It is important for students to learn the conventions for writing so that they can express themselves in an intelligent manner. The main objective of this unit is to expose the students to functions of writing that they will need to for writing competency throughout their lives. Students will also use these conventions in their reading. If students know conventions such as contractions, quotation marks, and proper use of adjectives, they will be better equipped to decode as they read.
Standards

- Punctuation 1.4: Students will use quotation marks correctly
- Decoding and Word Recognition 1.13: Students will read compound words and contractions.
- Grammar 1.2: Identify and correctly use various parts of speech, including nouns and verbs in writing and speaking.
- Phonemic Awareness 1.7: Add, delete, or change target sounds in order to change words. (ex: change cow to how, pan to an)
- Word Analysis, Fluency, and Systematic Vocabulary Development: Phonemic Awareness 1.6: Students will create and state a series of rhyming words, including consonant blends.
Vocabulary

Moods
Rouge
Quotation
Jealous
Tailor
Contraction
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>12:20pm- Teacher will read Today I Feel Silly to the students and discuss different feelings. Teacher will discuss rhyming words and refer back to the text to illustrate examples.</td>
<td>12:20pm- Teacher will read The Principal From the Black Lagoon to the students and point out different adjectives as they go along. Teacher will discuss the importance of adjectives in our reading and writing. Teacher will relate this book to feelings.</td>
<td>12:20pm- Teacher will read Hoovay for Wodney Wat to the students while discussing feelings and how the meaning of a word can change if you change the first letter(s).</td>
<td>12:20pm- Teacher will read The Principal’s New Clothes and discuss the feelings of the characters as well as how we use contractions in our writing.</td>
<td>12:20pm- Teacher will read Julius the Baby of the World while discussing the feelings of the characters and the proper use of quotation marks.</td>
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<tr>
<td>12:45pm- Teacher will model a chart of rhyming words divided into words with the same ending and words with a different ending.</td>
<td>12:50pm- Teacher will model sentences with the adjectives missing. Students will figure out the missing words.</td>
<td>12:45pm- Teacher will use specific examples from the book to illustrate how the meaning of the words change with the letters.</td>
<td>12:45pm- Teacher will read sentences from the book and the students will identify contractions. Teacher will model “contraction math.”</td>
<td>12:50pm- Teacher will model sentence strips and will glue macaroni on to the strips to indicate where the quotation marks should go.</td>
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<tr>
<td>1:10pm- Students will match up pairs of rhyming words and separate them according to their endings.</td>
<td>1:20pm- Students will complete a worksheet, circling the adjectives in the sentences. Students will explain their answers at the overhead.</td>
<td>1:10pm- The students will complete a worksheet matching words with pictures such as Cat and Hat.</td>
<td>1:10pm- Teacher will write “contraction equations” on the overhead and students will fill in the answers. Students will fold strips to make contractions.</td>
<td>1:20pm- Students will glue macaroni onto their sentence strips with the help of the teacher.</td>
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<tr>
<td>1:40pm- Students will create pairs of rhyming words different from the words the worked on in pairs</td>
<td>1:45pm- Students will write a story about their favorite things using 6 adjectives.</td>
<td>1:35pm- The students will work on a bulletin board display containing similar word groups.</td>
<td>1:40pm- Students will play a matching game to match the contraction to the word pairs.</td>
<td>1:45pm- Students will write six sentences on their own with the correct use of quotation marks.</td>
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Lesson Plan #1

**Topic:** To learn that rhyme can be used as a tool to help us with spelling.

**Objective:** After reading *Today I Feel Silly* and manipulating rhyming words, the students will create a list of rhyming words that are spelled with the same endings and a list of rhyming words that are spelled with different endings.

**Standard:** Word Analysis, Fluency and Systematic Vocabulary Development: Phonemic Awareness

1.6- Students will create and state a series of rhyming words, including consonant blends.

**Materials:** *Today I Feel Silly: A Book About Moods* by Jamie Lee Curtis
- Chart of the rhyming words in the book divided into two categories: same ending and different ending.
- Laminated cards with various rhyming words, some with the same ending and some with different endings.
- Paper.
- Crayons and markers.

**Motivation:**

1. Ask each student, "how do you feel today?" Then tell them, "yesterday I felt embarrassed because I walked out of the bathroom with toilet paper on my shoe. Today I feel excited because I get to go buy a new puppy."

2. Ask students, "can you think of a time when you felt embarrassed? Can you think of a time that you felt excited?"

3. Show students the cover of the book. "What are some other words that mean the same thing as silly? What does the word mood mean?"

4. Talk about the author and the illustrator. "The author of this book is Jamie Lee Curtis. You might recognize that name because she is also a famous actress." Talk about how some people have more than one job. "Ms Noga is an example of one of those people because she is a singer and your teacher too."

5. Read the book.

**Procedures:**
Teacher explanation:
1. After reading, go back to the first page of the book. Read the first four lines. “Listen carefully to the words. What do you notice about the way the words sound?”
2. “Different words that sound the same are words that rhyme. Some words that rhyme have the end of the word spelled the same way, like sun and fun. Some words that rhyme have the end of the word spelled differently like write and night.”
3. Explain to the students that rhyming words can help us spell because many rhyming words are spelled the same way. “If we know how to spell day, then we can also figure out how to spell other words like way, pay, lay, and say because they sound the same as day.”
4. Point out to the students that they have to be careful because some words sound the same but are spelled differently. “Some words like write, bright, night, kite, and light sound the same but are spelled differently. When you see -ite and -ight, you have to know that those both make the long i sound with a t on the end.”
5. Go through more pages in the book and point out a few more words that rhyme and emphasize the word endings.

Teacher Modeling:
1. Show the students the chart of rhyming words from the book that have been divided into the two categories. Say the words aloud all together and have students tell you which pairs of words rhyme.
2. Underline the word endings to emphasize the similar spellings and the different spellings.
3. Create groupings of phonemes that sound the same but have different spellings. Ex: -ite, -ight; -ote, -oat; -ane, -ain.

Guided Practice:
1. Have the students come up to the chart and underline the feeling words that rhyme.
2. Split the students into pairs and give each pair a stack of the laminated word cards. Students must match up the cards with the words that rhyme.
3. Once students have matched all the rhyming cards, they will split the pairs into two groups: spelled the same and spelled differently.
4. Teacher will monitor groups and provide assistance and feedback as necessary.

Independent Practice:
1. Students will independently create pairs of rhyming words different from those we have worked with in class.
2. Students will list the words in two columns, separated into those that are spelled the same and those that are spelled differently.

Evaluation:

1. Collect the students' lists. Lists will be evaluated on whether the words actually rhyme and if they have divided the pairs into the correct category.
2. Encourage the students to use rhyming in the future to help them with their spelling.

Literacy Center Follow-Up:

Writing:

Students may try to write two sentences that rhyme. Students may then draw a picture about what they wrote. All of the students' sentences and drawings will be collected and put in a Class Book of Rhymes. Students can look at each others' work and compare those who used words that are spelled with the same endings and those who used words that are spelled with different endings.
Lesson Plan #2

Topic: To learn that adjectives are a means of describing things that they make our reading and writing more expressive and more interesting.

Objective: After reading The Principal From the Black Lagoon and guided practice in using adjectives, the students will write a story about their favorite thing and correctly use 6 adjectives.

Standard: Grammar 1.2: Identify and correctly use various parts of speech, including nouns and verbs in writing and speaking.

Materials: The Principal From the Black Lagoon, by Mike Thaler.
Sentences from the story with the adjectives missing written on chart paper
Worksheet with pre-made sentences containing adjectives.
Crayons
Paper

Motivation:
1. Ask the students, “Remember the story we read yesterday, Today I Feel Silly? That book talked about a lot of feeling words. The students in this new book have feelings too.
2. Ask the students, “How do you think the student feels about the principal?”
3. Ask the students how they felt the first time they got sent to the principal.
4. Show the cover of the book. Ask the students how they think the students on the cover of the book feel.
5. Read the title of the book. Ask the students what they think the principal looks like.
6. Read the book.

Procedures:

Teacher Explanation:

1. Tell the students, “Think back to the book we read yesterday. All of the words in the book like happy, silly, sad, mad, and quiet describe how the little girl feels.”
2. “Describing words are called adjectives. We use adjectives to describe things like size, shape, color, how something looks, how something feels, and how we feel. If I am describing a
tyrannosaurus rex, I would say it is HUGE! If I am describing you students, I would say you are all beautiful girls and handsome boys. Those describing words are all adjectives.

3. “The students were rude during story hour. How did the students act? The adjective is rude because it is telling how the students acted.”

4. “When we use adjectives it makes our writing much more interesting! Which story do you want to hear more: that I saw monster, or that I saw an enormous green monster with giant fangs and pointy claws? We use adjectives so that the person that reads our writing can get a perfect picture in their head of what you are writing about.”

Teacher Modeling:

1. Show the students the sentences from the book written out on the chart paper. Ex: “Today let’s be just _________! They said.” And, “Not so fast! Heissed an __________ voice.”

2. Show the students how to write in the missing adjective from the choices in the bubble at the top of the chart paper. Ex: “Today let’s be just _________!” they said.” And, “Not so fast!” heissed an __________ voice.”

3. Ask the students what other adjectives could make sense in those sentences and write possible answers above the correct answer from the book.

Guided Practice

1. Give the students the worksheet with the pre-made sentences containing adjectives.

2. Students must circle the adjective(s) in each sentence with a crayon.

3. Ex: The little girl went to the store to buy some fuzzy gloves.

4. The students will circle little and fuzzy on their papers.

5. When the students are finished, they will come up to the overhead and explain their answers to the rest of the class.

6. Teacher will monitor and provide feedback as necessary.

Independent Practice:

1. Students will independently write a story about their favorite things using 6 adjectives correctly.

2. Students must write a page in length and illustrate in accordance with their story.
Evaluation:

1. Students' writing will be evaluated on the basis of whether or not they used at least 6 adjectives correctly.
2. Encourage students to use adjectives in their writing in the future.

Literacy Center Follow-Up:
Reader's Theater

Students may read their writing at a later date, emphasizing the adjectives through their intonation and actions. Students can compare the variety of adjectives used in each other's writing.
Lesson Plan #3

**Topic:** To learn that words change their meaning when you change the letters in the word.

**Objective:** After reading *Hooway for Wodney Wat*, the students will make a bulletin board display containing at least 15 words with the same target sounds.

**Standard:** Phonemic Awareness 1.7: add, delete, or change target sounds in order to change words. (eg: change cow to how; pan to an)

**Materials:** *Hooway for Wodney Wat* by Helen Lester.
- Construction Paper
- Markers
- Overhead worksheet with correlating pictures. Ex: cat and hat

**Motivation:**
1. Ask the students if they have ever been teased before.
2. Ask the students how they felt when they were made fun of.
3. Ask the students if it is ever okay to make fun of someone else.
4. Show the students the cover of the book.
5. Ask the students how they think Wodney feels in the picture.
6. Read the title of the book. Ask the students what they think the other students tease him about.
7. Read the book.

**Procedures**

**Teacher Explanation:**

1. Tell the students that whenever we change the letters in a word, we change the meaning of the word.
2. Tell the students, “Sometimes when you students write, you change your b’s into d’s and your d’s into b’s. If the word is bat and you write dat, the word doesn’t make any sense.”
3. “Sometimes when we change the letters in a word it makes a completely different word. For example if the word is say, you could change the s into other letters to make different words like day, way, and may.”
4. We can make lots of different words just by changing the first letter of a word. This can also help us in spelling because if we know how to spell say, then we also know how to spell day, way, and may.
Teacher Modeling:

1. Show the students the parts in the book where Rodney says a word with a w and he means the word with an r instead.
2. “Wodney says play Wing Awound the Wosey,” What Rodney really meant to say was play Ring Around the Rosey, The other students knew what Rodney meant but Camilla really put her arms out like wings.
3. “Wodney says wake the leaves.” The other students knew that Rodney meant rake the leaves, but Camilla started shouting at the leaves to wake up.
4. Tell the students, “See how the meaning of the word changes when we change the letters?”

Guided Practice:

1. Show the students with the overhead of a picture of a cat and a picture of a hat.
2. Ask the students what the first picture is and write down CAT.
3. Show the students the picture of the hat and ask them what letter they would need to change in the first word to match the second picture.
4. Write down HAT.
5. Continue with KITE and BITE, FIGHT and NIGHT, and SLOW and GLOW.

Independent Practice:

1. Tell the students they are going to make a bulletin board display of these kinds of words.
2. Divide the students into three groups and give them each a starter word like SAY, BIT, and MY.
3. Have each group come up with as many different words as they can by changing the first letter with another one or two letters.
4. Example: BIT, HIT, SIT, FIT, ZIT.
5. Once students have compiled their list, they must write each word on a separate piece of construction paper and decorate the paper with markers.

Evaluation:

1. Students will be evaluated on whether or not their group came up with five words that match the target word.

Literacy Center Follow-Up

Writing:
Students can write another page to add into Hooway for Wodney Wat that uses a word that means one thing with one letter in the front and another thing with W in the front. Students will illustrate their pages to match their writing.
Lesson Plan #4

**Topic:** To learn that contractions are really a shorter way of writing two words and that the contracted from means the same thing as the two individual words.

**Objective:** After reading *The Principal's New Clothes*, the students will complete a game of concentration, correctly matching contractions with their two word pairs. Students must successfully match six out of ten pairs to be the winner of the game.

**Standard:** Decoding and Word Recognition 1.13: Students will read compound words and contractions.

**Materials:** *The Principal's New Clothes* by Stephanie Calmenson.
- Word pairs that become contractions written out on strips of cardstock.
- Laminated cards with contractions and word pairs for matching game.

**Motivation:**

1. Tell the students, “One day I walked around with toilet paper on my shoe for a whole hour because no one told me it was there. I was so embarrassed!”
2. Ask the students if they can think of a time when they felt embarrassed. Have the students share their thoughts.
3. Ask the students if they have ever been tricked into believing something that wasn't true. Have the students share their thoughts.
4. Ask the students if they felt embarrassed when they found out they had been tricked.
5. Show the students the cover of the book.
6. Ask the students if they think their principal wears suits like the principal on the cover of the book.
7. Ask the students if they think their principal ever gets embarrassed.
8. Read the book.

**Procedures:**

**Teacher Explanation:**

1. Tell the students that sometimes when we write and when we talk, we look for ways to use shortcuts.
2. Tell the students that sometimes we take two words and we smush them together and take out a few letters to make one word. The words we make when we put the two words together are called contractions.
3. Explain to the students that when we take out the letters, we have to put an apostrophe in the space where the letters used to be to remind ourselves that we took letters out.

4. "For example: I and AM would be smushed together with the A taken out and an apostrophe put in its place to make I'M. We do the same thing for IS and NOT. We smush the two words together, take out the O in NOT and put an apostrophe where the O belongs. Then we get ISN'T."

5. "When we make contractions, we always leave the first word alone. We never take any letters out of the first word. We only take one or two letters out of the second word and we must always use the apostrophe."

Teacher Modeling:

1. Read sentences from the book containing contractions and see if the students can identify them. Ex: "If he couldn't see the suit, nobody could" and "She'll fail me for sure."

2. Ask the students if they hear which words are contractions. Point out which words are contractions (couldn't and she'll) and tell the students what two words make up those contractions (could not and she will).

3. Show students how to do "contraction math". Ex: I + AM = I'M, SHE + WILL = SHE'LL.

4. Have pre-made cardstock strips with word pairs written on them. Ex: THEY ARE, WE HAVE, IT IS.

5. Show the students how to fold the strips so that the eliminated letters disappear. Ex: Fold THEY ARE so that the A is folded in the crease and the word becomes THEY'RE, WE HAVE is folded so that HA are folded into the crease, and so on.

Guided Practice:

1. Teacher will write "contraction equations" on the overhead projector.

2. Students will come up to the overhead and fill in answers. Ex: HAVE + NOT = ________, and HAS + ________ = HASN'T.

3. Groups of students will be given practice strips of word pairs that can be contracted.

4. Students will practice folding the strips to make contractions.

5. Teacher will monitor as needed, making sure students eliminate the correct letters and add apostrophes.

Independent Practice:

1. Students will play a matching game with laminated cards to match the word pairs with their correct contraction.
2. Students will flip over cards like in Memory or Concentration and try to match as many pairs as possible.

Evaluation:

1. Students will be evaluated on whether or not they correctly match 6 out of the ten contraction pairs.
2. Students will be expected to correctly use contractions in the future.

Literacy Center Follow-Up:

Students will make a bulletin board display of popular contractions and their two word pairs so that they may use the bulletin board for future reference.
Lesson Plan #5

Topic: To teach students to use quotation marks in their writing to signify someone’s speech.

Objective: After a lesson on the proper use of quotation marks, the students will write six sentences with the correct use of quotation marks.

Standard: Punctuation 1.4: Students will use quotation marks correctly.

Materials: *Julius the Baby of the World* by Kevin Henkes
- Dry macaroni
- Pre-made sentence strips on charted cardstock
- Glue

Motivation:
1. Ask the students, “Have you ever been jealous of your brother or sister?
2. Ask them, “How did that make you feel?
3. Show the students the cover of the book.
4. Read the book.

Procedures:

Teacher Explanation:

1. Tell the students, “When we are writing, we need to use special punctuation, called quotation marks, to show that someone is talking.”
2. “When we don't use quotation marks, we can't tell the difference between what someone is saying and the rest of the text.”
3. Explain to the students that quotation marks only go around what a person or character is saying and nothing else.
4. Explain to the students that we put one set of quotation marks where a person starts talking, and one set of quotation marks where that person finishes talking.
5. “If we are confused about whether a person is talking in a sentence, we can sometimes look for clues like: “Jimmy went to the store,” I said. If we see that someone said or told or any other kind of speaking, we know that we need to use quotation marks.”

Teacher Modeling:
1. Read sentences from *Julius the Baby of the World* and point out the quotation marks and if there are any "clue words" in the sentence. Ex: "I'm running away," she said.

2. Explain to the students, "In this sentence, we know her father must be talking because of the clue word "said".

3. Show the students the pre-made sentence strips taken from the book with the quotation marks missing. Tell the students you will need to figure out where the quotation marks belong in each sentence and then you will glue two macaroni noodles where the quotation marks should go.

Guided Practice:

1. Students will come up to the front of the class and work out where the quotation marks should go on the pre-made sentence strips from the story with the help of the teacher and the other students.

2. Each student in the class should get to glue on one set of 'question marks'.

3. Teacher will monitor the students to make sure they are gluing the 'quotation marks' in the correct place.

4. The sentences will all be from the story and the students will complete the same activity as shown by the teacher in Teacher Modeling.

Independent Practice:

1. Students must individually write six original sentences containing the proper use of quotation marks.

2. Students must write sentences of appropriate complexity and length for their grade level.

Evaluation:

1. Students will be evaluated on the basis of whether or not they used quotation marks correctly in six individually developed sentences.

Literacy Center Follow-Up:

**Writing:** Students may write a short story (one page in length) utilizing their knowledge of quotation marks in several sentences.
Activities

- Students will make feeling masks out of construction paper and Popsicle sticks.
- Students will write in their journals about their feelings.
- Students will make a list of rhyming words and divide them into categories based on whether they are spelled the same or not.
- Students publish a story using adjectives correctly as pertaining to their favorite things.
- Students will make a bulletin board using word groups that have similar spellings.
Bibliography


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Bibliography is incomplete b/c I did not have the books at home. I will type up a new bibliography this weekend.

Traci